DOCUMENT RESUME

ED 205 820 CE 029 897

AUTHOR McGough, Robert L.; Vincent, John
TITLE Ancillary and Related Services for the CETA Client.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS AGENCY Governor's Employment and Training Council, Richmond, Va.
PUB DATE [80]
NOTE 23p.; For related documents see CE 029 895-906.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; *Counseling Services; Day Care; Educational Cooperation; *Health Services; Legal Aid; Models; Orientation; *Program Development; Transportation
IDENTIFIERS *Comprehensive Employment and Training Act; Linkage

ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph is designed to provide the reader with a basic understanding of the types of ancillary and related services provided by projects funded by the Comprehensive Employment and Training Act. Within this monograph, the writers discuss various types of ancillary and related services, planning for ancillary and related services, and descriptions of service models. Types of services discussed include counseling, orientation, educational services, transportation, physical health services, child care, and legal services. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205820

Ancillary and Related Services for the CETA Client

By Robert L. McGough

and

John Vincent

Published by
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
Sponsored and Funded
by
Governor's Employment and Training Council

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Scherer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Robert L. McGough, Ph.D., is currently a member of the faculty of the division of Vocational and Technical Education of Virginia Tech. He is a specialist in Manpower (employment and training) and special needs occupational training. Dr. McGough is a nationally recognized Employment and Training and Special Needs consultant. He has over 13 years experience in various administrative positions relating to disadvantaged training design and operation. He has administered both the Department of Labor sponsored disadvantaged training programs, and those under the auspices of the Department of Health, Education and Welfare.

He has been involved nationally in employment and training services as the Executive Director for two area manpower institutes for the development of staff (AMIDS). Dr. McGough has over 40 publications in the employment and training area and has administered over 56 funded contracts relating to the development and administration of programs for disadvantaged youth and adults.

John J. Vincent, Research Associate and Administrative Assistant in the Vocational and Technical Education Division at Virginia Tech, received a B.S. degree in Business Administration and an M.Ed. in Vocational Education from the University of Pittsburgh, Pittsburgh, Pennsylvania. He received an Ed.D. in Vocational Education from the Pennsylvania State University with a minor emphasis in Labor Relations.

Dr. Vincent has had previous experience as Head of Cooperative Education Programs, Job Placement Specialist, and Coordinator of Adult Ed.-CETA related programs at a vocational-technical school in Pennsylvania. Prior to employment at Virginia Tech, he served as a Project Director at Penn State University where he conducted studies to evaluate State Funded Vocational Education Curriculum Projects in Pennnsylvania and more recently a study entitled: A Profile of CETA Staff Personnel in Pennsylvania and Their Perceived Training Needs.

Forward

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

Ancillary and Related Services for the CETA Client

Introduction

This monograph is designed to provide the reader with a basic understanding of the types of ancillary and related services provided by projects funded by the Comprehensive Employment and Training Act. Within this monograph the writers discuss various types of ancillary and related services, planning for ancillary and related services, and descriptions of service models.

Definition and Purpose of Ancillary and Related Services

The primary goal of CETA is to provide employment and training opportunities for disadvantaged persons. The process to attain that goal is comprised of various operational components designed to benefit the CETA client. One of these components which has a direct influence on the success of CETA programs and its clients is the related or ancillary service function. Herein referred to as support services, this function may be defined as temporary assistance activities that permit the participation and retention of program clients in employment and training activities. Support services include any and all services provided to CETA clients other than skill training. Skill training, is the major focus of CETA programs, however, and all all other activities may be viewed as secondary in nature and considered as support services.

In 1962, shortly after the development of the first federally assisted employment and training programs (MDTA) designed to enhance the employability of disadvantaged persons, it was learned that client success was often hampered by client needs not related directly to the skill training component. Researchers discovered that even after skill training was delivered to the disadvantaged, their chance for employment was often hampered by other problems.

For instance, the client may not have been able to afford the tools needed to accept a mechanic's job, may not have had transportation available, may have needed eye glasses or a hearing aid, could not pass a physical examination, or could not read or write. As the result of this concern, emphasis was placed, for the first time in history of occupational training programs, on ancillary and related services. These problems required additional services to enable the client to obtain and maintain satisfactory employment. To help the client overcome these barriers to employment, some employers and training program administrators currently provide the client with additional assistance to locate social, financial, and legal services that are not funded by CETA. All of these services combine to provide material and mental support to the client during his/her transition from the roles of the unemployed to the economic security of gainful employment.

Types of Support Services

The many types of support services provided to CETA clients may be generally classified into two broad categories: those that are (1) absolutely critical to the basic needs and success of the client and (2) those that will enrich and enhance the client's participation in the program. It should be recognized however that what is critical to one client may be viewed as enrichment to another. For example, for a client who has no relatives or friends who can watch his/her children, a child care facility may be critical to retaining employment. To the client who has relatives or friends who could provide such services the child care center may provide a convenience rather than an absolute necessity. Therefore, it is difficult to classify a particular type of service as supportive in nature to clients in general. One cannot generate a listing of services and label some as support services and others

as not; the needs and intensity of needs differ with each client.

For the purposes of this monograph the authors limited their discussion to (1) counseling, (2) orientation, (3) educational services, (4) transportation, (5) physical health, (6) child care, and (7) legal services. Although this list does not include all types of support services, some of the more general ones that the CETA staff member should consider are presented. Other support services which might be provided are left to the creativity of the staff member who can readily assess the special needs of each client.

Counseling

As a support service, counseling is the most traditional of the employability services. Counseling begins when the client enters the program during the intake procedure and continues to termination. The counselor often determines whether the client meets basic eligibility criteria, helps the client determine his/her occupational goals, and together with the client develops a plan to meet those goals. Because of the importance of this function, the counseling process is a service which is critical to client success. Counseling should in fact be an integral part of all employment and training programs.

There are other counseling services which can be added to the basic counseling function that contribute to the employability of the client and may be classified as supportive rather than essential. For example, that part of the counseling function which encompasses client assessment and goal identification may be essential but conducting a session in work attitudes may not be essential to reaching that goal. It is important to note that a session in work attitudes may not be important to a specific client,

but could be critical to other clients who could not succeed without it. In a sense, the work attitude session may be supportive of the client's future growth in a job rather than absolutely essential to immediate client success. Glaser and Ross (1975) indicated that counseling services of this nature may include:

(1) Assisting the client to succeed by providing services which build self-confidence.

(2) Enabling the client to cope with personal problems that could cause the client to drop out of the program.

(3) Helping the client develop good work habits.

(4) Helping the client resolve work related problems and get along with others.

(5) Assisting the client to adjust to the work environment.

(6) Helping the client identify personal and work values.

(7) Assisting the client to plan for the future in the work environment and his/her personal life (p. 83).

By adding these types of services to the basic counseling process the counselor can provide additional support that may enhance the client's long-term employability. Counseling then is a support service when it goes beyond the basic counseling process of intake, assessment and referral. (For additional information on counseling, this series contains a monograph entitled, "Counseling the CETA Client", which specifically addresses the counseling function in CETA programs.)

Orientation

Orientation as a support service is characterized by the same fine line as counseling when identifying which components of the process are essential and which ones may enhance the client's employability. The orientation process is initiated at the begin-

ning of the CETA training program and is designed to acquaint the client with the program. As with many other CETA functions the orientation process varies with each agency or prime sponsor. While orientation in some programs may be a few hours in duration, in others it may last several weeks. Those orientation programs which are longer than several hours usually include the type of activities classified as supportive. In some of the more extensive orientation programs topics include:

(1) The purpose and objectives of orientation and the benefits of regular attendance

(2) The rules and regulations of the program in which the client is enrolled

(3) The requirements for participation in the program

(4) The program resources available to the client

(5) The availability of community resources

(6) Job-finding skills

(7) Test taking skills

(8) Preparing the client for employment such as grooming, employer expectations, etc.

(9) Knowledge of transportation systems

(10) Child care assistance and services

(11) Financial management and planning

(12) Consumer education

(13) Nutrition

(14) Developing a positive self-image

(15) Communication skills

In these types of extensive orientation activities, the type of services resemble closely the similar types of functions provided by the counseling component. This, however, is understandable since in many instances the counselor is an active participant in the

orientation process. With proper planning, orientation can be a smooth transition into the counseling function and can serve also to identify clients who may need extensive counseling services.

Glaser and Ross (1973) described another type of orientation used in employment and training programs called vestibule training. Vestibule orientation is provided to clients as they enter employment positions and acquaints them with the basic company policies of the employer. This type of orientation gives the client:

(1) Basic information on the way the company works, how it affects new employees, what is expected of them, and what they can expect of the company.

(2) Tangible proof that the program is "for real" and that the company is credible.

(3) Motivation by offering incentives such as promotional opportunities, pay increases, seniority status, and other regular employment benefits.

(4) A sense of self-confidence and responsibility (p. 10).

Although this type of orientation has limitations for clients who are disadvantaged or have little previous work experience, employers have found that vestibule orientation reduces the attrition rate and increases the productivity and length of service for new employees.

Educational Services

Because of the lack of an adequate educational attainment level, some CETA clients may find it difficult to benefit from CETA services leading to employment. Cartwright and Brice (1973) were adamant in their recommendation that "instruction (be provided) in communicative, computational, and social skills for adults whose inability to effectively use those skills substantially impaired their getting

or retaining employment commensurate with their "real ability" (pp. 407-408). For this reason employment and training programs often find it necessary to implement some type of educational support service.

Three types of educational services that employment and training programs can provide are:

1. Basic literacy, aimed at clients who are illiterate or nearly illiterate.

2. Preparation for the high school equivalency test (GED training), directed towards clients who could read, write, and do arithmetic computations at about the ninth grade level, but who have not received a high school diploma.

3. English as a second language (ESL) for those clients who might or might not be literate in their native language, but who neither speak or write in English.

In providing educational services to the CETA client, program operators should determine how a particular type of educational service will enhance the client's employability. If the goal of a particular client is to be admitted as an apprentice in some trade area, then a high school certificate may be necessary. Thus, the provision of the client with GED training may be critical to client success. In another case, it may be necessary to provide basic literacy training to a client who cannot read safety signs or carry out certain job requirements.

It is sometimes difficult to assess the impact of educational services on the employability of a client. Although there seems to be an innate characteristic in all people to want others to learn, it is hard to evaluate how much knowledge the client has gained or determine how valuable educational training is to the job. Therefore, it is important that this particular support service be linked closely with a quality, client-assessment activity.

In establishing GED training, basic literacy, or English as a Second Language services, the local educational agency is a primary source of assistance. The LEA has the available facilities to accommodate the clients, usually has staff available who can conduct the training and will charge reasonable rates. Also, by using the services of the local educational agency, the CETA program may promote cooperation that could lead to more involvement in other coordinated linkage activities.

Transportation

After a client has acquired his/her skill training or is enrolled in an on-the-job training activity it is important to know if the client has access to transportation. Camil (1973) found in seven of ten cities visited, that the lack of adequate transportation was cited as the greatest barrier to program success and was identified as a key problem in every site, except New York City. In order to address the problem of transporting the client or enabling the client to acquire transportation, program operators had to assess where their clients lived in relation to business and industrial sites, where jobs were available, and what transportation could be provided. Based on this type of assessment there are at least three alternatives available:

1. Develop skill training programs to meet the needs of employers who were most accessible to the client.

2. Move the clients to homes that are in areas most accessible to the employing area.

3. Develop other means to enable the client to get to and from employment and training facilities.

Obviously the first two alternatives have limitations. First, skill training for all clients should not be limited to meeting

the needs of a select group of employers; and secondly, it is both difficult and costly to move the clients out of their present environment. The third alternative is the one used most frequently in past programs. Within this preferred alternative there are a number of possibilities:

(1) Payment for automobile repairs so the client may drive to work. This of course requires that program operators make sure the repairs are valid and that a reputable repair facility be used. Often an automotive training program can be utilized to support this option.

(2) Establish car pools to enable a group of clients to ride together. This also cuts down on the per client cost of transportation.

(3) Use taxi cabs for car pools or purchase minibuses or station wagons that can be used. When a client has completed training and secured an employment position he/she can often afford transportation, thus allowing for service provision to new clients.

(4) If enough clients need transportation services, arrange for a charter bus that can make regular trips.

(5) Provide bus tickets or tokens to assist the client with the transportation problem.

Physical Health Services

Often because of a poor environment or inadequate finances CETA clients have poor physical health. As with the process of offering other support services, the CETA program operator should determine if physical health services will enable the client to function better in skill training or on the job. If health services are appropriate, program operators often use public or private health facilities on either a free or sub-

contract basis to furnish such services. Other necessary resources may include Planned Parenthood, the League of Handicapped, Vocational Rehabilitation, Alcoholics Anonymous and Weight Watchers. The use of these agencies has been used mostly to treat chronic illnesses that impact upon potential employability and training.

Past experience has shown that the provision of this type of a support service is not an easy task. A study by Roe (1975) concluded that:

> ...Health handicaps which limit or prevent entry of welfare recipients into job training or employment are complex, being conditioned by sick role behavior, lack of motivation, long neglect, emotional problems, and obesity. Unless welfare clients are desirous to enter the work force, they are not anxious to obtain optimal health. Indeed, the prominence of sick role behavior suggests that health complaints are used as a means of excusing social and economic failure (p. 17).

This seems to suggest that the client suffering from poor health may be psychologically conditioned to use the problem as an excuse for not obtaining employment. This cycle is a predominate problem of CETA sponsored programs. Using counseling, guidance, and other educational processes, the client must be motivated to take responsibility for his or her actions. Such responsibility includes a personal concern for good health.

Generally the delivery of physical health services seems to have been most effective when purchased for clients with non-chronic problems such as eye glasses or dental work, and least effective for those clients whose health problems were an actual or perceived deterent to long term retention of gainful employment.

Child Care Services

Many times, the CETA client is unemployed, and sometimes has no spouse. Before a CETA client will enter the program he/she must be assured that provisions can be made to take care of the children. In this case the CETA program operator may find it necessary to assist in the arrangement for a day care facility or some means to alleviate the problem.

There seems to be an increase in the number of day care facilities available and this may be the most convenient method, provided of course that the client agrees. If other arrangements are necessary, it may be worthwhile to explore the possibility of granting stipends to the client who can hire friends or relatives to provide child care. Such an activity is very risky from an administrative point of view, and should be considered an option only as a last resort.

Legal Services

As a support service the CETA program may sometimes find it necessary to refer a client for legal aid. This service may be provided by an interested lawyer or legal aid society. Such services may include (1) divorce proceedings, (2) personal bankruptcy counseling, (3) police records clarification, (4) injunctions against garnishments, and (5) debt reorganization assistance. A positive by-product of providing this service is that it does show that the client is attempting to solve his/her legal problems and it (the service) often adds to self motivation in skill training or employment.

Planning for Supportive Services

The CETA professional who has the responsibility for the total support of the prospective client must be aware of the wide variety of availabe resources within the community being served. An obvious but rather important point must be made that the short term

delivery of services to support client needs does not simply happen but must be planned carefully by the CETA administration or agency. This planning process is not difficult but is often overlooked by many CETA agencies. The result may be a haphazard, inconsistent, procurement of support services to CETA clients which in turn increases the negative type of terminations of CETA clients and makes the provision of support services difficult to manage. The following proposed plan might be considered as a format to enhance most support service delivery systems.

Available Resources

Probably the first activity associated with the provision of support services should be the identification of available resources within the proximity of the community being served. One of the more common methods for identification of services is the development of a resource manual or a resource book which identifies each potential agency, organization, or individual able to provide specific services to the client upon request. The resource manual should be divided into serveral major categories, as follows:

1. Subsistence support (food, shelter, and clothing),
2. Legal support (police services, court services, lawyer services, and correctional services),
3. Financial support (financial counseling, banking services, financial aid),
4. Health Services (health counseling, dental services, outtake patient services, home services, medical education services and emergency services),
5. Child care services (in-house child care, community based child care services, invalid supportive services, police services for juvenile offenders, financial assistance)

6. Social and cultural services (religious support, cultural support, and social organization), and

7. Miscellaneous or additional services (transportation, services available from other organizations, specific appliances or supplies that might be available from individual or certain organizations i.e. eye glasses, used home appliances, rental agencies, etc.).

The above format is only a suggestion. Undoubtedly there are a number of ways that such a document could be designed. It should be noted however, that the document should be comprehensive and should contain not only names and addresses but specific individuals who have responsibility for the allocation of services and their phone numbers. This document should be provided to each CETA professional within a program who has the responsibility for the allocation and the identification of services for the CETA client.

Determining Client Needs

After the identification of the available resources within the community, the next major effort should be placed in a systematic analysis of the client's needs. Most often this is best provided through a well developed check list which gives direction to the counselor or CETA professional responsible for the identification or the determination of client needs. This check list should include the total scope of CETA services available within the community. It is important to point out that the client should not complete a check list but instead he or she should be counseled by the CETA professional who in turn completes the check list. This eliminates much of the tendency among CETA clients to request inappropriate services. It is rather simple to visualize a procedure whereby the client needs can be assessed and documented. The most common process is one that has the CETA counselor interview each client and during the interview ask the client to respond to questions relating to his/her individual

needs as listed in each of the categories of the check list. Most often the check list is coordinated with the available resources identified in the resource manual. After some experience with this process, the content and format of the check list will be determined easily. Emphasis should be placed upon keeping the check list relatively short, concise, and comprehensive as it relates to the potential needs of the client. It is suggested that this check list become a permanent part of the client's records.

It should be noted that many of the client needs will have been identified previously in the intake process. Demographic information, eligibility information, and other types of data will provide input to this determination process. In many cases, the information previously collected during the intake process will eliminate some of the categories of the client needs assessment check list. It is however, very important to note that the success of any system for delivery of supportive services to CETA clients depends upon several factors:

1. Consistency of data collection and application of services,
2. Reliability of the actual delivery of the services, and
3. Sensitivity and empathy of CETA personnel who collect data and assess the client needs.

Without close attention to the previously identified factors, supportive services will not be effectively maintained nor delivered.

Supportive Service Delivery

Following the identification of available resources and the determination of client needs the specific services to be delivered must be identified and prioritized for each client. In reality this can result in a "triage process" whereby the CETA professional must identify the most needy and provide those

individuals with absolute priority for CETA service delivery. A simple method for performing this "triage process" is for the CETA professional (counselor) to identify the first three priorities of client needs during the assessment process. The assessment check list can have a column that will identify priorities by putting a "1" beside the category of need that is most important, a "2" beside the next category of importance etc. Once client needs have been prioritized, the CETA professional should provide specific detailed information to the client such that an immediate procurement of services can be expected. Information provided might include the identification of the service contact person, phone numbers, descriptions of services that can be supplied. It might also require making telephone calls to the agency to introduce the client. The CETA professional may also provide for a personal visitation to the supportive service agency with the client, to insure service delivery and so forth. Regardless of the method or the methods used, the CETA professional should continue to follow-up with the client until the support service is initiated or delivered. If there is a delay in the initiation or delivery of the services the CETA professional should again become personally involved in the procurement of the supportive service or the development of alternatives with that client to insure that his/her needs are met.

Supportive Service Models

There are several supportive service models that might be visualized. Probably the simplist, but least effective, model focuses upon the provision of simple information to the client and placing that client in a situation whereby he/she has to follow-up and procure the services within the community. This model is very simple to maintain and is effective, particulary with those individuals who have the capability of interrelating

with community agencies and organizations. Experience has shown, however, that for the low-achieving client, this particular model is devastating. Most often the client simply will not follow-up for the services. There are several reasons for this lack of follow-up. In some cases the client simply does not have the transportation or other resources to search for appropriate supportive services. In other cases the psychology of poverty does not support this particular vehicle. Finally in some cases, the client feels that they are being shoveled from one agency to another without a sense of empathy or consideration.

Another model that may be considered focuses upon the funding of supportive services by the CETA program and the provision of the services through some type of sub-contract relationship. There are many strengths to this particular model, not the least of which is management control of the services that are delivered. The more obvious drawbacks center upon the limited breadth of services that can be provided through this model. The various community service agencies provide a much more comprehensive system of support services than can ever be contracted by existing CETA agencies. It is suggested however, that for some types of neceessary support services, a sub-contract relationship might be appropriate.

Similar in many ways to the sub-contract model is a CETA administrative services unit. In some cases CETA organizations have the personnel and the facilities to provide for direct services to CETA clients. This is by far the most efficient method for the services that can be delivered within the guidelines of the Comprehensive Employment and Training Act. However, as in the case of sub-contracted model, the breadth of services that can be offered is limited.

Probably the most appropriate model for CETA agencies today, is an interagency cooperation model whereby CETA administrated services, sub-contracted services, and interagency agreements serve as the basis for the overall delivery system. This requires a much heavier emphasis upon management, but provides a total spectrum of services and a higher degree of flexibility in the identification of alternatives and options for the client.

Summary

Planning for supportive services is an increasingly important activity for CETA agencies. The new guidelines require that service clients be identified from a much lower social economic spectrum; this in turn requires the delivery of many additional services to that client if the potential for employment can be realized. It is critically important that CETA agencies recognize that the provision of supportive services is an important factor that ultimately influences the success of every other component of CETA services provided to the client. Supportive services include identification of the available resources within the community, a planning activity whereby a consistent procedure is developed to assess the client needs and to deliver quality services, and a follow-up to insure that quality services have been delivered. It is suggested that an eclectic model of service delivery be developed wherein the use of interagency agreements, CETA agency administered service, and sub-contracted services be emphasized.

References

Camil Associates. Evaluation of supportive services provided for participants of manpower programs. Washington: U.S. Department of Labor, Manpower Administration, 1972.

Cartwright, R. & Brice, E. W. "Adult Basic Education, "Handbook of adult education. New York: Macmillan Co., 1970.

Galser, E. & Ross H. L. Productive employment of the disadvantaged: guidelines for action. R & D Findings, No. 15, Washington: U.S. Department of Labor, Manpower Administration, 1973.

Roe, D. A. Feasibility study: physical rehabilitation and employment of AFDC recipients. Washington: U.S. Department of Labor, Manpower Administration, 1975.

COUNSELING THE CETA CLIENT

ADAPTING LOCAL EDUCATION PROGRAMS FOR CETA CLIENTS

METHODOLOGY AND TECHNIQUES

CURRICULUM DESIGNS TO SUPPORT THE CETA SERVICE RECIPIENT

OPEN-ENTRY/OPEN-EXIT COMPETENCY-BASED PROGRAMS FOR CETA CLIENTS

ANCILLARY AND RELATED SERVICES FOR THE CETA SERVICE RECIPIENT

WHAT MAKES CETA TRAINING PROGRAMS DIFFERENT FROM TRADITIONAL EDUCATION PROGRAMS

JOB PLACEMENT AND DEVELOPMENT

ABE AND THE CETA SERVICE RECIPIENT

INNOVATIVE APPROACHES FOR TRAINING THE CETA CLIENT

TECHNIQUES FOR THE ELIMINATION OF DROPOUTS WITHIN CETA PROGRAMS

CETA PROGRAMS AND EFFECTIVE EVALUATION

The above monograph titles are available

from

Governor's Employment and Training Council
11 South 12th Street
Suite 202
Richmond, Virginia 23210